

Third Grade Lesson Plan: Importance of Ninety Six

Title: Why is 96 so important?

Overview: During this lesson students will explore the Battle of 96 utilizing various primary and secondary sources.

Goal: Students will be able to identify 96 as an important town for both sides in the Revolutionary War and why. They will also understand why controlling South Carolina's backcountry was so imperative to the war. (Desired Outcomes 1 and 4)

Objectives: Students will be able to complete and comprehend a RAN chart and an understanding of the procedures of analyzing a map.

Essential Questions:

Day 1: *How do you feel about James Birmingham's death?*

Day 2: *Why was so important to take control of the backcountry of South Carolina?*

Time Required: 2 Days

Standards Addressed: 3-3 Students will demonstrate an understanding of the Revolution and South Carolinas role in to development the new American nation.

Materials/Resources Used:

RAN (Reading Analysis of Nonfiction) chart

Student Journals

Primary and Secondary Sources

Primary Source:

National Park Service, U.S Department of the Interior Ninety Six: Battle of 96 Map, *Looking south down the Patriot's lines toward the loyalists' Star Fort*

Portrait of Maj. Gen. Nathanael Greene <http://www.his.jrshelby.com/kimocowp/greene.gif> retrieved June 29, 2011

Photograph of Star Fort's wall <http://www.townofninety-six.com/tourism/star-fort> retrieved June 29, 2011

Secondary Source:

Map Analysis Worksheet www.archives.gov/education/lessons/worksheets/map.html retrieved June 29, 2011

Background of the first Battle of 96 <http://www.townofninety-six.com/tourism/star-fort/> retrieved June 29, 2011

Background of the second Battle of 96 <http://www.townofninety-six.com/tourism/star-fort/> retrieved June 29, 2011

Procedure:

Day 1

1) Display the Primary Source, Battle of 96 Map, *Looking south down the Patriot's lines toward the loyalists' Star Fort* but do not let the students see the title of the Map. Have them complete the *Map Analysis Worksheet* www.archives.gov/education/lessons/worksheets/map.html

2) Post analysis has students discuss their findings. Expose the title and pass out a RAN (Reading Analyzing Nonfiction) chart to students in groups of 5. Ask them to complete the *What I think I know?* section about the Battle of 96.

3) Ask the students if any group mentioned that there were two battles at 96. Give background knowledge of the first battle.

"In November, 1775, in the early days of the war, the first land battle south of New England was fought between Americans for and against British rule. At this battle, Patriot soldier James Birmingham was wounded by a musket ball and became the first South Carolinian to lose his life for freedom."

(<http://www.townofninetysixsc.com/tourism/star-fort/>)

Show the students how to continue to complete their RAN chart. For example if students did not know there were two battles they can add that information onto their chart in the *New Information* section. If they did know about the battle they can move their information from the *What I think I know* into the *Confirmed* column. Explain the other remaining columns and how the students can complete their RAN charts throughout the next two day and the upcoming field trip to the Historic Ninety Six Site.

4) Students return to their seats and answer Day 1 essential questions

Day 2

1) Review yesterday's information on completing the RAN chart and the first Battle of 96. Give background knowledge of the second battle.

"By 1780 Ninety Six was fortified and became an important outpost for the British to exert the king's authority in South Carolina's western backcountry. Over 500 Loyalist troops (Americans loyal to the king) led by Colonel John Cruger were directed to hold Ninety Six. In May and June, 1781, Maj. Gen. Nathanael Greene <http://www.his.jrshelby.com/kimocowp/greene.gif> led 1,000 Continental Army troops and militia arrived at Ninety Six and found the place strongly fortified with stockades and a massive earthen star-shaped fort. Greene's troops constructed siege trenches and a 30-foot tall log rifle tower (from which they could fire into the fort). The Patriots also began digging a tunnel, in which they hoped to ignite a charge of black powder and blow an opening in the Star Fort's wall <http://www.townofninetysixsc.com/tourism/star-fort>. However, after reports of advancing British reinforcements Greene's troops ended the longest field siege of the war (28 days). The Patriots never captured the Star Fort but the long siege greatly weakened Cruger's defenses. Within weeks the British burned and abandoned Ninety Six, leaving their last outpost in the South Carolina backcountry."

(<http://www.townofninetysixsc.com/tourism/star-fort/>)

2) Ask students to return to return to the RAN chart and complete the *Confirmed*, *Misconception*, *New Information* columns. Explain to students that we will be taking a field trip to the Ninety Six Historical Site in the upcoming weeks so they need to complete the *Further Questions* column of their RAN chart.

3) Students return to their seats and answer Day 2 essential questions

Evaluation: Completion of the RAN chart and student Journal Entries